

**CONTINUING EDUCATION AS AN INSTRUMENT OF
DEVELOPMENT IN IKA NORTH EAST LOCAL GOVERNMENT
AREA OF DELTA STATE**

BY

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**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY.**

APRIL, 2024.

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF
ADULT AND NON-FORMAL EDUCATION, FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY.
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF A BACHELOR DEGREE IN ADULT
EDUCATION/POLITICAL SCIENCE.**

APRIL, 2024.

APPROVAL

This is to certify that this project has been approved and accepted in partial fulfillment of the requirement for the award of B.A. (Ed.) Degree in Adult Education/Political Science.

Mrs. J.O. Idumwonyi
Project Supervisor

Date

CERTIFICATION

We the undersigned, certify that Goodness Egonti, in the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria, carried out this research work and is adequate in scope and quality for the partial fulfillment for the award of B.A. (Ed.) Degree in Adult Education/Political Science.

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Head of Department

Date: _____

DEDICATION

This project is dedicated to God Almighty who has given me the race to run through the race of this programme.

ACKNOWLEDGEMENT

My profound gratitude goes to my project supervisor Mrs. J.O. Idumwonyi or her support and encouragement to sail all through. I am also grateful to (adult education lecturer) Dr. Aghedo for his consistent support and dogged impartation.

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ABSTRACT

The main purpose of this study is to ascertain the ways in which Continuing Education has contributed towards the political, economical, socio-cultural and technological growth and development of both the individual adult learner and the society at large in Ika North East Local Government Area of Delta State. This research work has shown that the need for continuing education in the economical, social cultural, political, technological and scientific growth and development of Ika North East Local Government Area of Delta State, cannot be overly emphasized.

For the accomplishment of the objective of this research, five (5) research questions were raised and the sample was selected using the simple random sampling procedure. A questionnaire was drawn for 150 adult earners randomly selected from Institute of Continuing Education (ICE), Asaba, Delta State. The validity of the instrument was tested through expert opinions, while Spearman-Brown's prophesy formula was used to test the reliability. The data collected was analysed using frequency tables and simple percentage.

The findings of this research revealed that although, continuing education has impacted the lives of the adult learners , improved his socio-economic situation and the economic and educational status of the society, there is still the need for sensitization of the programme and favourable and effective governmental policies. It is recommended that the government and private individuals should invest more interest and resources into publicity and solidification of the existence of continuing education in the community.

CHAPTER ONE

INTRODUCTION

Background to the Study

The technological, socio-economic and cultural growth of a nation rests on the shoulders of its citizens. Education serves as a vehicle to convey a nation to her desired state of growth and development. It should be noted that the members of a community to propel it to its desired state of development are the adults in that community, who constitute the major occupants of the nation's production sector. But most of these adults do not possess the necessary skills required to drive this development. According to Tahir (2000) continuing education connotes the subset of adult education which positively links the needs and aspiration of individuals with educational activities for the development of their potentiality and the socio-economic and political development of a nation.

Continuing education is not a totally new concept in the practice of education in Nigeria. It was a characteristics feature of the education of

the indigenous people of the Nigerian society. Education in the indigenous Nigeria was seen as a continuous process such that the people were constantly acquiring new knowledge and skills no matter their age and status. According to Abiona and Abu (2001) continuing education came in pre-independent Nigeria with the induction of the extra-mural studies through Oxford University delegacy in 1948. The University of Ibadan was established in 1948 as the University College, Ibadan *UCI) an affiliate of London. On October 1, 1949 the department of extra-mural studies (which later changed its name to Adult Education Department) was born. Its initial pre-occupation was to offer non-credit programs including functional literacy to civil servants and farmers respectively. By 1967, it had strengthened its activities to embrace a full examination oriented continuing education programme.

The Federal government contributed to this effort in the pre-independent era through the publication of the Ashby and Alliot commission report in 1945. This commission set up on higher education in the British colonies led to the creation of Universities in Nigeria.

Olumukoro (2005) also stated that organized continuing education started in Nigeria before the establishment of formal institutions of higher learning. In fact by 1906, there were different forms of continuing education programmes in Nigeria's. For instance, at King's College Yaba, Lagos there were extra-mural classes in arts, science and social sciences subjects offered to enable participants advance to satisfy their aspirations in life. Many people who were unable to enroll in formal educational institutions or those who became dropouts for various socio-economic reasons were all catered for by the continuing education. Olumukoro (2005) remarked that one significant point of worthy mention in the practice of continuing education Nigeria is the establishment of the University of Lagos, Akoka in 1962. The institution being a city University was established to handle both full time and part time programmes.

Continuing education encompasses basic training, social action, recruitment education and participation in cultural activities which should help people to realize self-actualization in their occupation and private

lives. It has been accepted by many nations worldwide that continuing education has a broad effect on the development of society because it concerns a wider group than just educationist. Esa (2005) posits that development in its essence must represent the entire gamut of change by which an entire social system, tuned to diverse needs and desires of individual and social groups within that system moves away from a condition of life widely perceived as unsatisfactory toward a situation or condition of life regarded as materially and spiritually better. In other words, development embraces changes that would improve the humans who in turn would improve the society, environment, social institutions and per capital income. Continuing education contributes to this development economically by equipping the adult with essential literacy and numeracy skills which provides a more attractive investment climate. Socially, it is geared towards the attack on illiteracy, under-development, ignorance and diseases. Politically, it helps in achieving a stable democracy, educate the adult on democratic values and culture and as well as inform them on their rights and civic responsibilities.

The national policy on education (2004) provides that for adult and informal education as per excellence for lifelong education. Section 6 of the policy outlines the goals of adult education and continuing education for adults and youths who have never had the advantage of formal education. This includes the nomads, migrant families, disabled and other categories especially the disadvantaged gender. To this end, continuing education embodies the equipment of the individual for functionality in various sectors of the economy. According to Tahir (2000), the content of continuing education could be remedial, developmental or based on contemporary issues and concerns to various clienteles that would desire educational opportunities for self-development or increase in professional capacity and competence. The typical continuing education is drawn up around the clienteles needs whether felt, expressed or identified in any way. Continuing education is situational relevant and problem solving.

Aderinoye (2002) had outlined the basic purpose of continuing education to include the following:

- i. To facilitate change in a dynamic society
- ii. To support and maintain social order

- iii. To promote productivity
- iv. To enhance personal growth

Findings in the study revealed that the success or failure of achieving one of the purposes would affect the other. This has further entrenched the relevance of continuing education as an instrument of development in Ika North East local government area which includes:

- i. Through continuing education programmes, more people would have access to education thus building a more literate society, where government development plans and projects can be easily understood by everybody in the community.
- ii. To help in the democratic process in Ika North East local government area by entrenching political participation among citizens
- iii. Continuing education can solve the problem of unemployment as it empowers the people to be better skilled for opportunities or to be employers themselves.
- iv. Continuing technology in order to bring about increased productivity in Ika North East local government area.

- v. To help in the reduction of disease through community awareness and enlightenment programmes in Ika –North-East Local Government Area.
- vi. To help citizen with competence and self-confidence for participation in cultural, social and political governance of their community.

In promoting development, various continuing education programmes have been set up in Edo State, particularly in Ika North-East Local government area. Hussain (2013) has them to include:

- i. **Remedial or second chance education:** They are often called extra-moral or evening classes. They usually prepare their participants for external examinations like West African Senior School Examination (WASSCE), University and Tertiary Matriculation Examination (UTME), Institute of Chartered Accountants of Nigeria (ICAN) and Association of National Accountants of Nigeria (ANAN).

- ii. Institute of continuing education, Asaba
- iii. Vocational and Career schools/centres whose curricula are basically occupational and skills oriented. Skills such as catering services, fashion designing, hair dressing, computer literacy, etc are all offered in these centres.
- iv. **Private individuals:** Adult, primary, General certificate of Education (GCE) schools, pre G.C.E examiners, school of reading and writing, proprietors of private vocational institutes.
- v. **Churches:** Baptist Church Adult Literacy centre, and Cathedral.
- vi. **Voluntary and social Association:** Better life for Rural Women craft shop, Police Officers wives Association and Vocational Education Centre (POWAVEC).
- vii. **National Open University**
- viii. Universities and Colleges

Kazeem (2005) Asserts that tertiary institutions offer part time courses for those who could not have the chance/opportunity to attend full time courses. He added that this type of continuing education offers

professional and other courses for people to update their knowledge and improve in the quality of their service(s).

Statement of the Problem

Most developed countries in the world have used continuing education to enhance and advance levels of development. Therefore the importance of continuing education as an instrument of development cannot be overly emphasized. Continuing education affords the adult learners the opportunity of updating his knowledge, acquiring himself/herself with modern knowledge and skills and not being obsolete. Continuing education develops the man in total. It can be presumed that continuing education if facilitated or maximized in Ika North East local government, will propel the local government area to a greater state of economic growth, improve the youths participation in politics, increase cultural participation and appreciation etc. But, this state has not been achieved due to the presumed fact that the adults do not participate enemas in this programme. Some adults do not see the need for improving on their skills, some may find the tuition fee for the continuing education

programmes too expensive, while some are simply misinformed about the programme. These presumed factors have not allowed the programme to attain its desired heights in Ika North East local government area. Hence, the need for the study.

Research Questions

1. To what extent has continuing education promoted development in Ika North East Local government area?
2. To what extent has continuing education enhanced the adult learner's socio-economic status?
3. What are the factors militating against the participation of adults in continuing education in Ika-North-East local government area?
4. Has continuing education improved the participation of adult learners in developmental activities?
5. In what ways has continuing education improved the standard of living of the people in Ika-North Local Government Area?

Purpose of the Study

This study wants to find out:

- To ascertain the extent to which continuing education has promoted development in Ika North East local government area.
- To determine the extent to which continuing education has enhanced the learners socio-economic status
- To find out the factors militating against the participation of adults in continuing education in Ika North East Local government Area.
- To ascertain whether continuing education has improved the political participation of adults.
- To find out the ways in which continuing education has improved the standard of living of the people in Ika North- East local government area.

Significance of the Study

This study is significant in the sense that as the society is hanging at a rapid rate, the educational needs have to change to keep abreast to present changes. This study will update the learners in participation about

the benefits of engaging in continuing education as it possesses the necessary requirements in propelling development. It is also important to the adult facilitator who needs to understand the basic importance of continuing education and enforcement this in his/her teaching methods. It will also increase the existing literature available on continuing education in particular and adult education in general. It will also aid instructors, planners, administrators and investors involved in continuing education programmes.

It will help the policy making body to stress on the need for continuing education and in gaining greater understanding in the role of continuing education to development. It will also be useful to the local government to be fully committed to taking continuing education to the grass root for all round development.

Scope / Delimitation of the Study

This study intends to cover Ika North East local government area since it provides the data and necessary information relevant to the study. The study focuses on the participation of adults in continuing programmes

in Ika North East local government area, the problems and potentiality of continuing education and its role as an instrument of development in the area.

Definition of Terms

The following concepts in this study have been defined as used in the literature.

Continuing Education: This is an educational opportunity offered to individuals who left the school system earlier to upgrade their skills or expand their skills or knowledge.

Adult Learners: This is a mature individuals, economically, socially responsible and psychologically. The individual enrolls voluntarily into an adult education programme based on the individual's needs.

Development: This is the gradual growth of a thing so that it becomes more advanced, stronger, etc. It is a process of creating or producing something new or more advanced. Economically, it has to do with the improvement of the quality of life of the citizens of the country.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, relevant literature on continuing education shall be reviewed. Consequently, the chapter is designed and conducted under the following subheadings:

- The Concept of Continuing Education
- The Meaning of Development
- Forms of Continuing Education
- Contributions of Continuing Education to Community
Development
- The need for Continuing Education
- The Problems of Continuing Education
- Strategies for the Implementation of Continuing Education
Programme
- Summary of Reviewed Literature

The Concept of Continuing Education

Continuing education is a concept within the wider concept of adult education. Continuing education is education that prolongs or adds to the education already received. Continuing education is even more relevant in this modern era because of the ever changing demands of the society in which one lives in and the inadequacy of the conventional system of education to fulfill these demands in the long run and more so for those persons who have not been formally educated. Changes in the society can be social, economic, political and technological. Continuing education provides learners the opportunity to keep abreast of development and adjust accordingly.

Akinkugbe cited in Egunyomi (2001) gave the definition of continuing education as the education received in order to be able to proceed with education one has received before. That is, education that helps the individual to go ahead with their abandoned education and probably go further. Akinpelu (2002) also asserts that continuing education refers to post-initial education. The word ‘continuing’ can only mean a

carrying forward, an extension of an activity is essentially a part-time rather than a full time learning activity. The vast majority of programmes in continuing education are organized for adult learners who have some preoccupation or job other than studying. Such participants either attend evening, night, weekend or summer vacation classes or even studying on their own in their various places of work or homes.

In a similar view, Ihejirika (2012) observed that continuing education is the entire range of activities provided for all categories of learners who have successfully or unsuccessfully completed one level of education but would want to continue the pursuit of education from they stopped earlier. In tandem with the above, Imhabekhai (2009) equated continuing education to a “la carte” system where everyone is free to take the dosage of education he wants, and is free to come back at a later date or another dosage. The idea behind continuing education is premised on the fact that regardless of ones work or schooling, learning has not and cannot stop with the end of schooling since new concepts, skills, tools and knowledge keep growing and emerging. Hence, Akinpelu (2002) believes

that one cannot do today's job with yesterday's tools and hope to be in business tomorrow. Aitchison in Igwu and Ad (2008) described continuing education as a response to the constantly changing conditions of modern life and that must lead to the systematic acquisition, renewal, upgrading and completion of knowledge, skills, attributes required by changes.

Ehunyomi (2001) gave the major focus of continuing education as the provision of educational opportunities for all categories of individual irrespective of whatever failure earlier recorded thereby ensuring a continuing in education; ensuring the provision or access to education for all citizens and helping retrieve the economic wastage that early school leavers would have constituted. Continuing education encompasses basic training, social action, recruitment education and participation in cultural activities, which should help people achieve self-actualization in their occupation and private lives. Imhabekhai (2009) asserts that continuing education is predicated on the assumption that:

- i. Those involved in the programme have attended and completed one form or level of education earlier and had a break in their educational pursuit as a result of certain conditions but want to continue.
- ii. New trends in social, economic, political and technological situations now compelled the learners to enroll in continuing education programmes so that they can acquire new skills, knowledge and competences to enable them perform their various roles effectively.

According to Eziaka (2009) continuing education includes formal, informal and non-formal education:

- i. **Formal Education:** This refers to the hierarchic structure, chronologically graded “education system” running from primary through the university and beyond. It includes an addition to the general academic studies, a variety of specialized programmes and institutions for full time technical and professional training.

- ii. **Informal Education:** This is a process whereby individuals acquire attitude, values, skills and knowledge from daily experiences and their educative influences, resources in his/her environment, from family, neighbours, work, play, market, church, library, and mass media. It is reliably unorganized and unsystematic but it accounts for very high proportion of all that an individual accumulates in a life time.
- iii. **Non-technical Education:** This is any organization's educational activity outside the established formal system that is intended to serve identifiable learning clientele and learning objectives. It may or may not be certificate oriented and can be directed towards providing the participants who are unemployed with employable skills and provision of the on-the-job or off-the job training for workers.

The Meaning of Development

Development is a multi-dimensional concept in its nature and determining whether to what extent a system is developing is an

intrinsically multi-dimensional exercise. There are numerous definitions of development as different authors have advanced more or less the same arguments pertaining to this rather wide concept. Roger in Omoruyi (2001) viewed development as a planned change. It is a planned activity aimed at speeding up or directing the process of change which is already going on towards an identified goal. he further went on to say that a development must be seen as a type of social change in which new ideas are introduced social system to enhance the living conditions of the people. Rogers' view presupposes that the ultimate goal of development must be measured in terms of improvement in the living conditions of the people.

This view is corroborated by Teyebwa in Nsanganira (2011) who stated that development in general includes improvement in economic, social and political aspects of whole societies such as securities, culture, socialization and political institutions.

Accoridng to Seer in Murtala (2013) development is seen when the level of poverty, unemployment and inequality have declined over a period of time, then development is said to have occurred. According to

Seers, the development lay on the elimination of poverty, increase in literacy and improvement in the health system as opposed to per capital output. It was in this light that Okafor and Onokerhorraye in Omoruyi (2001) defined development as the growth per capital gross national product (GNP). They added that development is planned alteration of the structure of production and employment in such a way that the contribution of agriculture to both declines while the contribution of manufacturing and services industry grows. This view denotes that growth in the overall GNP would pass down to the people in all forms of employment and other economic opportunities.

The Food and Agricultural Organization (FOA) of the United Nations (2011) gave a list of possible qualifications of development.

1. **Economic Development:** Improvement of the way endowments, good and services are used within (or by) the system to generate new goods and services in order to provide additional consumption and / or investment possibilities to the numbers of the system

2. **Human development:** People centered development where the focus is put on the improvement of the various dimensions affecting the wellbeing of the individuals and their relationship with the society. United Nations Development Programme (UNDP) (2010) for instance, provide an aggregate concept of human development on the basis of;

- Long life and healthy life
- Knowledge
- A high standard of living

3. **Sustainable development:** Sustainable development implies minimizing the use of exhaustible resources, or at least ensuring revenues obtained from them are used to create a constant flow income across generations. Sustainable development considers long term perspective of the socio-economic system to ensure that improvements occurring in

Contributions of Continuing Education to Community Development

Continuing education can contribute to community development in many ways. Continuing education through distance learning has enabled individuals who for reasons of social, economic, academic or other hindrances could not utilize the earlier opportunity available to them as youngsters, but now have another chance to amend their situations by studying for and obtain the desired degrees and qualifications on a part-time basis. Thus, a vast majority of teachers in Nigerian schools now have access to higher education without necessarily having to stay away from work or resign their opportunities to study and obtain the desired qualifications, Obilade (2001). In connection to this, continuing education is playing a useful complementary role to the formal school system where there are problems of insufficient, incompetent or unqualified teaching staff in some subjects, inadequate time to cover the necessary changes in the syllabi as a result of unnecessary changes in school calendar by the government. Continuing education is this meeting the needs of the

teachers in various communities and also helping them to improve their performances and effectiveness in their teaching profession thereby moving them along the path of development.

Continuing education is a means of providing the necessary human resources needed to scrutinize areas of political, social, economic and technological life of a nation and participate in the solution to the problem areas, thus as workers become educated, they respond more positively to the problems of society. It has been postulated that the more experienced workers of a nation are educationally, the more productive the more their productivity and quick development of the economy of the nation. According to Afonjor (2003). Continuing education is thus developing the qualifications and the skills needed in the country's workforce thereby promoting economic growth. This is in line with Nigeria's National Policy on Education (1988:8) which states that education is not only the greatest force that can be used to bring about redress, but it is the greatest investment the nation can make for the quick development of its economic resources.

Continuing education offered opportunities to all categories of people to acquire skills, knowledge and basic training in both private and public establishments and in non-governmental organizations. It helps the drop-outs, illiterates, the non-catered-for, the under-privileged, the educationally disadvantaged and the backward people to remedy their educational problems leading to self-improvement and better standard of living. Since professional training is available in continuing education, it assist those willing to change to a different profession other than the ones on which they were initially trained on in the formal school system and the already employed that want to upgrade/update their knowledge in their fields of specialization. These training programmes include seminars, conferences, workshops, retreats that provide chances for further skills, knowledge and attitude acquisition. Continuing education is to round up the individual education, by providing further education or retraining. It helps the individuals to keep abreast of their knowledge, beliefs, skills and attitudes in the fast changing world.

Continuing education also designs programmes that make Nigerian workers to become aware of their rights and responsibilities in a democratic dispensation. The enablement of continuing education provides the basic educational requirements for the women to participate in political activities, and to create an enabling environment for them to dwell, continuing education caters for this category of women as an integral part of category of society rather than have them constitute a menace in the form of prostitution, crime, etc, if not adequately catered for. Today, we are talking about women cannot afford to be victims in the continuing education equips the women with the relevant knowledge not just to cope but also to play key roles as major contributors to the modern development. Continuing education makes them to acquire the basic.

Strategies for Implementation of Continuing Education

Hassan (2009) gives some of the strategies of implementing continuing education to include:

- The personal cost incurred at different levels.

- The instructors/facilitators costs
- Course fees (tuition, examination, instructional materials etc).
- Equipment and materials
- Building and facilities used for classes.
- Administration
- Learners cost (opportunity cost/earning forgone)

Hassan gave a list of the cost of financing continuing education as a strategy for implementing continuing education to him; the financial aspect should be grounded solidly as this aspect ensures the continuity of the programme.

Furthermore, Nzeneri (2008) noted that adequate facilities have not been provided despite the efforts of governmental and non-governmental agencies and communities. He argued that for proper implementation of continuing education efforts should be made for the availability of facilities. Also, Dike and Ndokwe (2007) in Oboizor & Obidiegwu (2013) argued that for good learning outcome to be achieved there is the need for competent educators who will manage continuing education programmes. personnel from other educational systems should not be deployed to

handle adult education programmes as most of the times they are untrained. Uche (2007) argued that the supervisors executing adult education programmes should possess the necessary competence skills in educating the learners. Government should also allocate more funds to Adult Education programmes which lead to the uplifting of the programme. Programmes like Operation Feed the Nation (OFN), MAMSER etc, were not properly implemented, and the government should learn from these and put an end to the discrepancies.

Ukwuaba (2015) recommended that:

- Adequate human, materials and financial resources be provided for effective implementation of adult education programmes.
- Professionals and trained educators should be used in running and adult and continuing education programme.
- The mass media should embark on adequate communication strategies to create awareness on the existence of continuing education programmes.
- Proper sensitization should be done on the programme.

Summary of Reviewed Literature

In view of the above reviewed literature, one can conclusively state that continuing education does not only serve to cover a gap but continuously places the individual involved abreast of his ever changing technological, scientific and economical environment. In its own right, continuing education aids an individual to keep up with changes that revolves around the work place without interrupting his work schedule as it provides both full-time and part-time services. It also focuses not only on remedying the effect of initial education but propel the individual pass a level of obsolescence.

Furthermore, continuing education does not only effect changes in the individual but also affects his environment. It brings about the intellectual development of the individual also in turn brings about social, economic, political, cultural and technological development. Development in this case is seen as increase in growth per capital cross National product. This view is supported by Onokehoraye and Okafor. This means that

continuing education brings economic development to the nation thereby reducing poverty and unemployment.

Continuing education has various forms depending on the needs of the adult learners. It offers programmes ranging from remedial education to on-the-job training. It is not limited to the four walls of the class room as the learners can involve themselves in online course. Continuing education seeks to satisfy the individuals taste for more knowledge at the same time keeping him abreast of our ever changing society.

Moreover, continuing education is not without its challenges and benefits. It has not been properly publicized and so a lot of adults and youths have not bought into its rich store house of benefits. These challenges can be overcome by a detailed and diligent process. Consequently, what our society needs is continuing education; the individual who because of finances cannot abandon his job is offered an opportunity. It seems continuing education is the only onslaught for our ever changing society.

CHAPTER THREE

METHODOLOGY

The research design and method used for data collection are discussed in the following subheadings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

This research design employs the survey method of research because it is most appropriate for the study since the interest or focus is to seek people's ideas or views on how continuing education has been and instrument of development.

Population of the Study

The population of this study was drawn from the adult learners and instructors in the institute for continuing education (ICE) Asaba. The institute is divided into two arms; School of secondary and Remedial Studies which has 119 adult learners and the school of professional studies which has 341 adult learners thereby giving a total of 500 adult learners.

Sample and Sampling Technique

The sample for this study consists of a total of 150 adult learners and instructors randomly selected from the institute of continuing education.

S/N	Category	Sample Selection
1	School of Secondary and Remedial Studies	40
2	School of Professional Studies	90
3	Instructors	10
	Total	150

The sample was selected using random sampling techniques.

Research Instrument

Questionnaire titled continuing education as an instrument for development will be designed and used for data collection. The questionnaire is made up of two sections. That is, section A and B Section A of the instrument is designed to elicit information o personal data of the respondent such as age, marital status, occupation, academic background and educational qualification.

Section B is designed to enable the researcher gather information relating to the research questions raised for the study. The scale used is a modified version of the Likert Scale which includes; Strongly Agree, Agree, Strongly Disagree and Disagree with a weight point of 4-1 respectively.

Validity of the Instrument

The instrument will be designed by the researcher and a draft copy of the questionnaire will be given to my supervisor f or comments and suggestions on the content and construct of the instrument. The comment and suggestions offered will be used properly. Also, the final copy of the

instrument will be produced in accordance with the comment and suggestions of experts.

Reliability of the Instrument

To determine the reliability of the instrument, the test-retest procedure will be used. The draft copies of the instrument will be administered to 30 respondents with an interval of two weeks. To ensure the stability level of the instrument, the split half was adopted. The responses of the participant were collected and analyzed to determine the co-efficient using Spearman-Brown's prophecy formula. A correlation co-efficient of stability of the data was obtained with the reliability index of 0.75 which shows a positive correlation co-efficient of the instrument.

Methods of Data Collection

The researcher will personally distribute the questionnaire to individuals who will faithfully respond to the questions. The information obtained from the questionnaire will be quite useful in the data analysis.

Method of Data Analysis

The data and information gathered will be arranged thoroughly using simple percentage and frequency distribution.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation, analysis and discussion of data collected in the course of the study on continuing education as an instrument of development in Ika North-East local government area of Delta State. Result from the analysis of data collected are presented in the table below;

Table 4.1: Age Range

Age	Frequency	Percentage
18-26	76	52
27-35	33	23
36-45	25	17
45 and above	12	8
Total	146	100

The table 4.1 shows that out of the 150 sample respondent choose, only 146 were valid respondent. Table 1 shows that 76 respondents representing 52% are aged 18-26; 33 respondents representing 23% are

aged 27-35; 25 representing 17% are aged 36-45; 12 representing 8% are aged 45 and above

Table 4.2: Marital Status

Marital Status	Frequency	Percentage
Single	95	65
Married	46	31.5
Divorced	2	1.4
Separated	2	1.4
Widowed	1	0.7
Total	146	100

Table 4.2 reveals that 95 respondents representing 65% were single, 46 representing 31.5% were married; 2 representing 1.4% were divorced and 1 representing 0.7% were widowed.

From the analysis it can be seen that the respondents who are single constitute the highest respondent.

Table 4.3: Sex

Sex	Frequency	Percentage
Male	47	32
Female	99	68
Total	146	100

The data in table 4.3 reveals that 42 out of the 146 respondents representing 32% were male and 99 representing 68% were females.

From the analysis in table 4.3, it can deduced that the females participated more than the males in continuing education programmes.

Table 4.4: Occupation

Occupation	Frequency	Percentage
Student	84	57
Employed	36	24
Unemployed	5	3
Self Employed	21	16
Total	146	100

The data in table 4.4 shows the analysis of the occupation of the respondents in the study. 84 respondents representing 57% were students;

36 representing 24% were employed; 5 representing 3% were unemployed; 21 representing 16% were self-employed.

From the analysis above, it can be seen that students which comprises of adult learners in secondary school classes, PUTME students, OND students etc were more in number in the continuing education programmes.

Table 4.5: Education Background

Education Background	Frequency	Percentage
JSS	19	13.01
SSS	50	34.25
TC II	7	4.79
Diploma / OND	23	15.75
B.Sc.	34	23.29
Others	13	8.90
Total	146	100

Table 4.5 above show that 19 respondents representing 13.01% were in JSS classes; 50 representing 34.25% were in SSS classes; 7 representing 4.79% had TC II; 23 represented 15.75% had diploma and OND; 34

represented 23.29% has B.Sc; 13 represent 8.9% had other qualifications such as Ph.D, M.Sc., MA, HND, Primary School Certificate.

This indicates that the participants in the continuing education programmes are more in the senior secondary school classes.

Research Question 1: To what extent has continuing education promoted and development in Ika North East Local Government Area?

Table 4.6: Extent continuing education has promoted development

S/N	Item	SA	A	D	SD	Percentage
9	Political Interest motivate the adult to upgrade their knowledge	36	68	22	20	100
10	Continuing education brings about more employment opportunity for the adult learners.	66	54	16	10	100
11	Continue education will encourage the social political growth and development of the adult learner	60	69	5	12	100

From table 4.6 item 9, 11, 15 will be used to answer the research question.

24.66% of the respondent strongly agreed that continuing education brings political development of the adult learners. 46.58% agreed also to

this fact; 15.07% strongly disagreed to the fact that continuing education brings about political development, while 13.7% disagreed to the fact.

45.20% strongly agreed to the fact that continuing education brings about employment opportunity thereby creating economic growth in the society, 36.99% agreed to it; 10.96% strongly disagreed and 6.85% disagreed.

41.10% of the respondent strongly agreed that continuing education encourages socio-political growth; 47.26% agreed to this fact, 3.42% strongly disagreed and 8.22% disagreed.

Research question 2: To what extent has continuing education enhanced the learners living condition?

Table 4.7: Extent continuing education has enhanced the learners living condition

S/N	Item	SA	A	D	SD	Percentage
6	Continuing education brings about changes in the life of the adult learners	95	48	-	3	100
7	Continuing education upgrades the skill and knowledge of the learners	92	53	1	-	100
17	Continuing education will boost the adult learners' knowledge on health matter.	53	45	11	12	100

The table 4.7 deals with research question 2, items 6, 7, 17 will be used to answer the research question.

65.07% strongly agreed that continuing education brings about changes in the life of the adult learners; 32.88% agreed that continuing education brings about changes in the life of the adult; none of respondent strongly disagreed to the fact; why 2.05% disagreed.

63.01% of the respondent strongly agreed that continuing education upgrades the earners skills and knowledge; 36.30% agreed to this fact; 0.68% strongly disagreed that continuing education boost the adult learner's skills; while 0% disagreed.

53.42% strongly agreed that continuing education boost the adult learner’s knowledge on health matters thereby prolonging lifespan. 30.82% agreed to the facts; 7.53% strongly disagreed while 8.22% disagreed.

Research Question 3: What are the factors militating against the participation of adults in continuing education in Ika North East Local Government Area?

Table 4.8: Factors against the participation of Adults in Continuing Education

S/N	Item	SA	A	D	SD	Percentage
12	Inadequate fund discourage some adults from involving in continuing education programmes	73	53	11	9	100
13	Gender discrimination prevents some adult females from participating in continuing education programmes	24	48	37	37	100
14	Continuing education programme are properly sensitized and this causes low participation	42	41	31	27	100

From the above table, item 12, 13, 14 will be use to answer the research question. 50% of the respondents strongly agreed that insufficient funds for tuition reduce participation in continuing education programmes; 36.30% agreed to this fact; 7.53% strongly disagreed. Showing that the

respondents with the positive response agree that inadequate funds discourages participation.

16.43% of the respondents strongly agree that gender discrimination does not allow for female participation in the programmes; 32.885 agreed to this fact; 25.34% strongly disagree while 25.34% disagreed. Showing that the respondents with negative responses did not agree to the fact that gender discrimination does not allow for active participation in continuing education programmes.

28.77% of the respondent strongly agreed that the public is not well informed about continuing education programmes; 28.08% agreed to this fact. While 21.23% strongly disagreed and 18.49% disagreed.

Research Question 4: How has continuing education improved the participation of the adult learners in development activities?

Table 4.9: How continuing Education can improve the participation of adult learners in development activities.

S/N	Item	SA	A	D	SD	Percentage
16	Continuing education will encourage the economic development of the adult learners in the society	39	73	4	10	100
18	Continuing education will increase the adult learners knowledge on his societal values.	71	63	8	4	100
19	Continuing education will make the adult learners a more effective employee.	66	70	6	4	100

From the table 4.9, items 15, 18, 19 will be used to answer the research questions. 40.41% of the respondents strongly agreed that the adult learners will develop socially and politically while engaging in continuing education programmes. 50% agreed; 2.74% strongly disagreed while 6.85% disagreed. The respondent with the positive responses agree that continuing education enables the adult learners' social and political growth. Thereby increasing developmental participation of the adults. Thereby increasing developmental participation of the adults in the society.

48.63% of the respondents strongly agreed that continuing education increases the adult learners' knowledge of his societal values thereby increasing participation in his society. 43.15% agreed while 5.48% strongly disagreed and 2.74% disagreed.

45.20% of the respondents strongly agreed that continuing education makes the adult learners a more effective worker, thereby promoting workplace growth. 47.95% agreed while 4.11% strongly disagreed and 2.74% disagreed to the fact continuing education increases the adult learners' workplace participation.

Research Question 5: In what ways has continuing education improved the people standard of living?

Table 4.10: In what ways has continuing education improved the people standard of living?

S/N	Item	SA	A	D	SD	Percentage
8	The desire to cope with new changes in work place and the society motivates the adult to continue their education.	71	54	9	12	100
10	Financial benefit motivates the adults to upgrade their knowledge	65	53	17	11	100
20	Continuing education creates room for the adult learners to advance in knowledge.	82	52	6	4	100

From the table 4.10 item 8, 10, 20 will be used to answer the research question, 48.63% of the respondents strongly agreed that the desire to cope with work place changes motivates the adults to continue their education. Thereby, improving the standard of living both physically and psychologically. 36.99% agreed, while 6.165 of them strongly disagreed and 8.22% disagreed.

44.52% of the respondents strongly agreed that the adult learners desire to improve his financial status thereby improving his standard of

living, motivates the adult learners to upgrade their knowledge. 36.30% agreed, while 11.64% strongly disagreed and 7.53% disagreed.

56.16% of the respondents strongly agreed that continuing education creates room for the adult learners to advance in knowledge. 35.62% agreed while, 4.11% strongly disagreed and 2.74% disagreed.

Discussion of Findings

From the analysis of the data collected in the study, the following are the major findings:

For the first research question which is; to what extent has continuing education promoted development in Ika North East local government area? The responses given by the respondents' shows that continuing education has promoted political, economic and social development. The adult who has engaged in continuing education his franchise and can be involved in politics, economically the adult is ready for employment possibilities and even self employment possibilities. Socially, it affords the adult the opportunity to interest with people of different educational and cultural background.

The second research question which is to what extent has continuing education improved the learners living condition" obtained responses that agreed that adults participating in continuing education experienced both physical and psychological changes. The adult is able to

change his mentality about his health and improve on it. He is also able to understand the world around him and gain skills relevant to his survival.

Furthermore, the third research question; what are the factors militating against the participation of adults in continuing education programmes? This yielded responses that agreed that such factors as funds for tuition which may be too expensive, the fact that the adult does not fully understand the extent to which he could benefit from the programme and the fact that women who constitute the most part of the population may not be given the freedom to participate in this programme either due to cultural or religious restrictions. These factors hinder the participation of the adult a great deal.

Also, the fourth research question; in what ways has continuing education increased the participation of adult learners in development activities? This resulted in responses that agreed that continuing education has aided the adult learners to be aware of his socio-political environment, acquire knowledge so as to contribute to it, understanding his societal values such as engaging in activities to stop crime and promote peace and also it has increased his work place effectiveness.

In addition, the fifth research question; In what ways has continuing education improved the people's standard of living? This gave rise to responses that agreed that continuing education has created room for the adult learner to improve his cognitive ability, grow financially and socially. This is construct to the ideas which says; if the needs and the

adult learners are linked with their occupation, class and culture there will be effective learning which will lead to effective social, economic and political development.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the researcher presents the summary of the findings deduced from the study. Conclusions are drawn and recommendation made based on findings.

Summary

This research was conducted in institute of continuing education in Ika North East local government area in Delta State. The purpose of carrying out this study is to find out how continuing education is a tool for development in Ika North East Local Government Area; to guide the study, five research questions were used?

- To what extent has continuing education promoted development in Ika North East Local government area?
- To what extent has continuing education enhanced the adult learner's socio-economic status?
- What are the factors militating against the participation of adults in continuing education in Ika-North-East local government area?
- Has continuing education improved the participation of adult learners in developmental activities?

- In what ways has continuing education improved the standard of living of the people in Ika-North Local Government Area?

The method used in this study was the survey research method and questionnaires were administered to 146 respondents. The simple random sampling techniques was adopted in this study. Results were analysed and presented using the simple percentage and frequency distribution table. Results analysed were discussed.

Conclusion

On the basis of the findings of this research, the research therefore makes the following conclusion.

Continuing education has impacted the lives of the adult learners in Ika North East Local Government Area and has enabled its participants to progress beyond the limitation of initial education. It has improved the status of the adults such that he/she is able to participate in his society socially, politically, culturally, technologically.

There is a need for the propel sensitization of continuing education as more adults who are aware of the programme that development will

bring. Continuing education can solve the problem of unemployment. The society can also benefit economically from continuing education as its participants pour out their knowledge into increasing the wealth of the society by either becoming effective employees or creating employment of their own. The adults who participate in this programme benefit greatly as their standard of living changes, they are able to acquire health information, financial information and socio-cultural information.

Recommendations

- The government (especially Ika North East Local Government Council) should show more interest towards the provision of continuing education and increase the awareness of the people in the area to the benefits of continuing education.
- The government should ensure and support the participation of disadvantaged groups such as the less privilege and women in continuing education programme.
- The government should also make information and learning technologies available to widen the scope of reach of the

programme as it deals with keeping the adult abreast of current changes.

- Private individuals should be encouraged to provide continuing education programmes. Investors should also be encouraged to invest into this programme.

APPENDIX

CONTINUING EDUCATION S AN INSTRUMENT OF DEVELOPMENT IN IKA NORTH EAST LOCAL GOVERNMENT AREA OF DELTA STATE

DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION FACULTY OF EDUCATION UNIVERSITY OF BENIN

Dear respondent, this questionnaire is an instrument designed to help the researcher find out how continuing education has enhanced development in Ika North East Local Government Area of delta State. Pleas answer honestly.

SECTION A

Please tick the correct item that much your response

1. Age: 18-25 [], 27-35 [], 30-45 [], 50 and above []
2. Marital Status: Single [], Married [], Divorced [],
Separated [], Widowed []
3. Sex: Male [], Female []
4. Occupation: Student [], Employed [], Unemployed [], self
employed []
5. Educational Qualification : JSS [], SSS [], TC II [],
Diploma /OND [], BSc [], Other specify

SECTION B

Please indicate the extent to which you agree or disagree with any of the following.

KEY

SA – Strongly Agree

A – Agree

SD – Strongly Disagree

D- Disagree

S/N	Item	SA	A	D	SD
6	Continuing education brings about changes in the life of the adult learners				
7	Continuing education upgrades the skill and knowledge of the learners				
8	The desire to cope with new changes in work place and the society motivates the adults to continue their education.				
9	Political interest motivate the adult to upgrade their knowledge				
10	Financial benefit motivates the adult learners to upgrade their knowledge				
12	Continuing education will boost the adult learners'				

	knowledge on health matter.				
13	Inadequate fund discourage some adults from involving in continuing education programmes				
14	Gender discrimination prevents some adult females from participating in continuing education programmes				
15	Continuing education programme are properly sensitized and this causes low participation				
16	Continuing education will encourage the economic development of the adult learners in the society				
17	Continuing education will increase the adult learners knowledge on his societal values.				
18	Continuing education will make the adult learners a more effective employee.				
19	Continuing education will encourage the social political growth and development of the adult learners.				
20	Continuing education creates room for the adult learners to advance in knowledge.				

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